



**Educational
Support to
Children of
Underserved
Populations
(ESCUP)**

MARCH 2006



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**Teaching Curriculum for Bi-lingual
Classroom Assistants:
For Grade 1 classrooms with Khmer
speaking teachers and children who do not
speak Khmer as their mother tongue**



ESCUP partners include:

American Institutes for Research (AIR)

World Education, Inc.

Kampuchean Action for Primary Education (KAPE)

CARE

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Bilingual Classroom Assistant (BCA)

Description of position

ESCUP will support BCAs in schools which chose this intervention in their Cluster Improvement Plans for 2005-2006. All schools which made this choice are located in Kampong Cham Province. The mother tongue of the children attending these schools is Cham.

BCA's are currently being identified by the Cambodian Islamic Youth Association in visits to and discussions with Cham communities in Ponhea Krek and Tbong Khmum Districts of Kampong Cham.

The selection criteria are :

1. Good understanding of Khmer and Cham
2. Interest in working with young children
3. Commitment to work 4 hours per day for each day of the school week for the remainder of the school year from late March to July
4. Endorsement by community leaders

There are no specific age requirements. Women will be preferred.

People identified as BCAs will attend a three and a half day training program from 28-31 March and begin work immediately afterwards.

They will work for four hours per school day, six days a week for the remainder of the 2005-2006 school year.

They will receive a payment of **\$15 per month** for their work.

Participating Schools

Schools participating

- have chosen BCA on their Cluster plan
- have a high proportion of Cham students
- are well managed
- have strong community support.

In addition, one of the schools is in an ESCUP Case Study area

Seven schools will participate and have selected 12 TBAs (see Table below)

Dist	Cluster	School	Gr 1 classes	% of Cham	BCAs	Comments
TbK	Koki	Kbal Boeung Ses	3		Ou Moeur Mariem (W) Sles Ro Sas (W) Sles Sakina (W)	Mixed groups of students
TbK		Tep Nimith	2		Sles Sop Yam (M)	Mixed groups of students (1 teacher is Cham)
TbK	Kna	Kean Romeat	2	100%	TBA (1)	1 Teacher Cham
TbK	Tropeang	Praphat	3	50%	TBA (3)	Mixed groups of students
TbK	Russey	Phum Preah Ang	2	majority	TBA (2)	2 Khmer teachers
K	Stung	Po Thi-in	3	100%	TBA (1)	2 CTs are Cham
K		Ksak	3	20-30%	TBA (3)	Students are mixed (10-15 per class are Cham)
TOTALS		7	18		14	

TbK - Tbong Khmum District
W - Woman

K - Krek District
M - Man

TBA - To be advised

Plan for training

Trainers will present three and a half days of training. The first two days will be for the BCAs themselves, the third day will be for BCAs and the classroom teachers with whom they will be working and the final half day will, again, be for the BCAs.

An overview plan for training is summarized on pp. 5-6 below.

Aim of training

Prepare BCAs to work effectively as a team with the classroom teachers to help improve learning outcomes for children in Grade 1 who do not speak Khmer as their mother tongue.

Specific objectives

- By creating more child friendly classroom learning environments, to improve attendance and learning of children who do not speak Khmer as their first language

- To enable children who do not speak Khmer as a first language to understand and complete classroom learning tasks
- To lay a foundation for effective classroom teaching teams
- To promote the participation of community members in the school instructional program
- To promote sensitivity to cultural diversity in schools

Source of ideas about content for training

(from meetings between WEd-ESCUP and CARE-HCEP staff, Kg Cham, August 2005)

Training needs for BCA	Training needs for Team Teacher
<ul style="list-style-type: none"> • Purpose of schooling, benefits • Background knowledge of CRC, EFA • Cross cultural communication • Working in a team (including conflict resolution) • Child learning and development • Teaching and learning at school • Language awareness (importance/centrality of language in education) • Role of Assistant Teacher (see below) • Small group learning • Special needs of children • Gender issues • Record keeping • Assessment techniques (mainly informal) • Personal academic development 	<ul style="list-style-type: none"> • Team teaching (including Conflict resolution) • Language awareness • Cross-cultural communication • Working with parents and communities • Cross-cultural awareness (belief systems, taxonomies, food groups, HCEP <u>Picture Dictionary</u>) • Living in remote areas

Many of the ideas were based on the experience of working with Bilingual Assistant Teachers in ethnic minority (Aboriginal) Community Schools in the Northern Territory of Australia and teacher education courses conducted at Batchelor Institute of Indigenous Tertiary Education, Batchelor, N.T. Australia

Overview of content of BCA Training Workshop (3.5 days)

Days 1 and 2

Day	Main topic	Sessions, main content and focus questions	Time	Main learning activities
1	How children learn (BCAs)	1. Introductions, welcome and ice breaker	30 min	Introductions, games
		2. About the BCA program and this workshop	30 min	Presentation by Trainers
		3. What do children aged 6 already know or can do ?	60 min	Small group discussions and writing cards
		4. How do children learn these things ? Who do children learn from ?	60 min	Small group discussions and writing cards
		5. Kinds of learning - cognitive, emotional, physical	30 min	Whole group classify cards from Session 6
		6. Learning through language - 4 language skills	45 min	Presentation and classification task
		7. What happens to learning when the children don't understand the teacher	60 min	Group discussion, brainstorming, reporting
		Total Day 1 : 5 hours 15 mins		
2	How BCAs can help children learn (BCAs)	1. Preparing for classroom observation	30 min	Brief preparation for class observation visit
		2. Classroom observation	30 min	Observe Grade 1 class
		3. Reporting back from classroom observation	30 min	Discussion and brainstorm about observation
		4. Learning at home and learning at school - what are the main differences	60 min	Presentation and small group exercise
		5. Classroom management - individual work, group work and whole class work	45 min	Presentation by Trainer, discussion, brainstorm
		6. Role of the BCA - 1. How BCA's help children	30 min	Small group discuss, record and present ideas
		7. Identifying children who need help from BCAs	45 min	Whole group discussion and brainstorming
		8. Role of the BCA - 2. How can BCA's help the teacher ?	45 min	Whole group discussion and brainstorming
		9. Role of BCAs - 3. Outside the classroom and school	45 min	Trainer presentation, whole group discussion
		Total Day 2 : 6 hours		

Overview of content of BCA Training Workshop (3.5 days)

Days 3 and 4

Day	Main topic	Sessions, main content and focus questions	Time	Main learning activities
3	Working as a Teaching Team (BCAs and Teachers)	1. Welcome to the Teachers and introductions	30 min	Introduction game
		2. Working in a team - what makes a good team ?	45 min	Whole group task
		3. Players in the teaching team - Teachers and BCAs	45 min	Small group reading and discussion task
		4. Understanding and respecting cultural difference	30 min	Whole group discussion and brainstorming
		5. Cross-cultural communication and learning together	60 min	Presentation by Trainer, participants' examples
		6. Working with children in a Grade classroom	75 min	Small group discussion and classification task
		7. Children who could benefit from help by BCAs	60 min	Small group discussion
		Total Day 3 : 5 hours 45 mins		
4	BCAs, ESCUP and CIYA (BCAs)	1. What makes children happy to come to school ? The concept of child friendly learning environments	60 min	Small group discussion and reporting
		2. How ESCUP will support BCAs - payment, training, assistance, community management	30 min	Trainer presentation, Q & A
		3. Role of CIYA as a partner of ESCUP	30 min	CIYA Presentation, Q & A
		4. What to do if there's a problem, who can help BCAs	30 min	Whole group discussion and brainstorming
		5. Writing a job description	30 min	Whole group discussion task
		6. Future thinking about BCAs	30 min	Trainer presentation
		7. Evaluation	30 min	Participatory task for small groups
		Total Day 4 ; 4 Hours		

Detailed session plans

Day 1 : About BCAs and the workshop . . . How do children learn ?

1. Introductions, welcome and ice breaker

20 mins

Main activities : Introduction game

Preparation and materials : Picture cards cut in halves

Purpose : Creating a comfortable atmosphere, let participants talk right from the start

Trainers welcome participants to the workshop.

Use picture cards which are cut in half and shuffled. Participants form pairs with matching halves of the pictures. Participants talk to each other and then introduce their partners to the rest of the group. Introductions should include

Name , Age, Family situation (Names and ages of children)

Why interested in becoming a BCA

2. About the BCA program and this workshop

20 mins

Main activities : Presentation by Trainers

Preparation and materials : Trainers give participants **HANDOUT 1** about the BCA program (information sheet prepared for Cluster Activities menu)

Purpose : Informing the participants about the job and the workshop

Trainers present information to the participants about the BCA intervention. Presentation should not be too long but it should include

- reasons why ESCUP is working with BCAs in schools in Kg Cham
- the fact that schools chose the BCA program and communities support it

Trainers also present information to participants about the workshop - timing, main content of each day , participatory learning methodology (participants learn by doing things such as observing, discussing, answering questions, talking about their experience etc),

3. What do children age 6 already know about or can do ?

45 mins

Main activities : Small group discussions and writing cards

Preparation and Materials : Cards to write on and big pens

Purpose : For participants to appreciate that children learn both at home and at school and that Grade 1 students have mostly learned what they know or can do from home

This is the first small group discussion activity. Because this will probably be a new way of working for the participants it will be useful if a Trainer sits with each small group, listens to the discussion and uses questions to prompt participants. Trainers working as small group facilitators can also help with recording participants' ideas if this is a problem.

Trainers tell participants to think about the children in the Grade 1 class they just observed and other 6 year old children, not at school, in the village. Trainers say that participants should think about and write down all the things that children about 6 years old know. Trainers tell participants not just to think about what children learn at school but also what they know and can do from home.

If participants are stuck Trainers can prompt by asking questions (e.g. Do all children know how to talk ? Do they have to come to school to learn to talk ? What physical skills do they have - can they run ? throw a stone ?). Trainers should make sure participants have got examples of concepts that children know/understand (night and day, family relationships), people-places-things they know and can name, things that children are able to do (e.g sing, talk, dance, run, climb a tree) and feelings/values (good manners, politeness, sharing, kindness etc). Trainers need these examples for Activity 8, later on Day 1

When participants have written their cards, Trainers should ask them to arrange them on the board or a big piece of paper.

MORNING BREAK

4. How do children learn these things ?

Who do children learn from ?

60 mins

Main activities : Small group discussions and writing cards

Preparation and Materials : More cards (two colours), big pens.

Purpose : For participants to recognize that there are many ways children learn (not just from teacher telling); that children learn a lot from adults they trust and know well; that children learn from each other and that children can learn by themselves.

This is another discussion and writing on cards exercise.

Participants can do the two questions at the same time, writing the answers on different coloured cards for How ? and Who ?

Again Trainers can help by asking questions if participants get stuck.

For the How ? question the main ways usually given are by seeing, by hearing, by copying, by trying over and over again, by playing, by talking, by experiencing (e.g. hot-cold) ... touch (5 senses - to see, to hear, to touch, to smell, to taste)

For the who ? question the usual answers are from parents, grandparents, brothers, sisters, friends, a teacher, by themselves ...

At the end the Trainer can **summarize the main ideas**

Children learn a lot by the time they are 6

They learn much knowledge/understandings, many skills and ways of behaving

They learn mostly from family members, people they know and trust

They learn from using the 5 senses and from their own experiences

They also learn from language, from talking and listening

5. Kinds of learning - knowledge, skills, feelings

45 mins

Main activities : Classification exercise using cards from earlier activity

Preparation and Materials : Cards from Activity 6

Purpose : For participants to recognize that there are different kinds of learning and that all are important

Trainers show participants three cards from the ones they wrote in Activity 6. One card is an example of a "Knowledge/knowing" kind of learning, another is a "Skill" and the third is a "Values/emotion" kind of learning BUT the Trainer does not say this. Trainer sticks the three example cards across the board.

The trainer then shows the participants the cards they wrote in Activity 6, one by one, and asks them to decide which of the three groups (not named yet) each one should go into. When all the cards are classified the Trainers ask the group to give a name for each of the big groups. Write the group names down and put them at the top of the appropriate group of cards. It doesn't matter what names the participants choose for their groups as long as they describe the knowledge-skill-emotional/behavioural difference clearly.

If participants say they don't understand very well, ask them if they can think of more examples of each different kind of learning.

LUNCH BREAK

6. Learning through language - 4 language skills

45 mins

Main activities : Presentation and classification exercise

Preparation and Materials : Cards for writing participants' ideas on; marker pens, tape

Purpose : Participants recognize centrality of language in learning and the 4 language skills.

In this session participants think about language and the four language skills - speaking, listening, reading, writing.

Firstly the Trainer asks participants to think about different ways people make use of language. As participants give their ideas, other trainers write each idea down on a card. Examples : *telling a story, reading a newspaper, voting in an election, **giving** advice to a child, **receiving** advice from an adult ... make sure there are examples of all four skills (especially listening which tends to get left out). Collect about 30 examples.*

Then the Trainer asks participants to classify them into groups and name each group. If they put reading/writing or speaking/listening together, ask them if they can break up the big group into smaller groups.

When the participants have finished their classification the Trainer gets them to check it and see if they want to move anything. If the Trainer sees something that doesn't look right, ask the participants to explain why they put it in its group.

When the classification is finished and discussed the Trainer should write down the four main school subjects on the board (Language, Maths, Science, Social Studies) and ask the participants which ones the children learn about using language. If someone says "all of them", The Trainer asks them to explain the reasons for their opinion.

Trainer summarizes by saying that language plays a central role in learning at school. Children's success in learning depends more and more on having good language skills as they go into higher grades.

7. What happens when the children don't understand what the teacher is saying

60 mins

Main activities : Group discussion, brainstorming

Preparation and Materials : **Big paper and marker pens.** Chart made up to record ideas of participants about feelings and actions of child and teacher.

Purpose: Participants recognize how language difficulties can lead to poor learning, teachers making assumptions about children's capacity, low self-esteem, poor performance and drop out

Trainer begins by giving an explanation and a set of instructions in English (or some other language that the participants don't understand). For example : Cambodia is a country in South East Asia that has three international neighbours. These other countries border Cambodia to the north, west and east. Please write down the names of the three other countries on the small piece of paper I have given you. Write the name of the country and also write the direction (north, south, east or west) in which it borders Cambodia. (Answer : Thailand to the west and north, Laos to the north, Vietnam to the east).

Trainer shows signs of annoyance when participants don't follow what s/he is saying. Then another Trainer explains that this was a role play and the idea was to put the participants in the situation of not really knowing what was going on.

Trainer then tells participants to put themselves in the place of a 6 year old who doesn't fully understand what the teacher is saying. The child does not do what s/he is told quickly. The child cannot answer the teacher's questions. In this situation . . .

What are the feelings of the child ?

What are the feelings of the teacher ?

What will the child do ?

What will the teacher do ?

Trainer asks participants to give their own ideas under each question on the chart which looks like this . . . (Examples given in *italics*)

What are the feelings of the child ?	What are the feelings of the teacher ?	What will the child do ?	What will the teacher do ?
<i>Feels nervous, anxious feels confused Feels frightened Feels stupid Feels inadequate</i>	<i>Feels frustrated Feels annoyed Feels angry Feels that the child is lazy Feels that the child is not clever</i>	<i>Pretend to understand Copy other children Disengage from the lesson Sit at the back of the room Be disruptive or go to sleep Stop coming to school</i>	<i>Say things more loudly Be sarcastic to the child Make jokes about the child Punish the child Ignore the child Be happy to see the child sit at the back of the room</i>

Trainer says : there are many cases in which Teachers make wrong assessments about the intelligence and character of the child because of language difficulties.

Trainer says to participants that when they made the last chart they were thinking about some of the short term consequences of language problems. But there are also longer terms problems . . . Trainer asks participants to think about some of the long term problems which result from language difficulties in early primary grades. Trainer makes a list of participants' ideas ... *for example ...*

Children dislike school and don't go regularly

Children get behind in learning, feel they are not clever and stop trying

Children are treated roughly by the teacher and become disruptive or drop out

Children don't succeed, repeat grades and don't reach the end of primary school

Children repeat and don't go on to secondary education

Trainer concludes by saying that the damage resulting from children not feeling happy at school and not understanding well can be very long term - even for life. That's why the early years of learning are so important.

End of Day 1

Day 2 : How BCAs can help children learn

1. Preparing for classroom observation

20 mins

Main activities : Brief preparation for class observation visit

Preparation and materials : Trainers give **HANDOUT 2** - sheet for making notes during observation; poster about the main things to look out for during the observation.

Purpose: Preparing participants for classroom visit, helping them focus their observations

Trainers explain to participants that they are about to go and observe a Grade 1 class. They say that the participants are only going to observe, to watch and listen, not to do any teaching. Trainers ask participants to work in pairs. Each pair observes the same small group of children in the big class.

Trainer says that participants should listen and watch what the teacher says and also watch and listen to the group of children which they have chosen.

Trainer shows a poster s/he has prepared about the main things to look out for. Trainer says that these are the things that participants will talk about after the observation :

- Did the teacher work with the whole class or each individual child ?
- Did all children listen well and then do what they were supposed to do ?
- Were there some children in the class who didn't know what to do ?
- Did the children do any work in small groups or did they work by themselves ?
- Did some children in the class help other children in the class ?

2. Classroom observation

30 mins

Main activities : Observe Grade 1 class

Preparation and materials : Trainers will have to arrange the classroom visit with Director and Classroom teacher **before** the workshop. Arrange with the teacher that she/he will use different kinds of classroom management during the observation. This should include 1. whole class instruction 2. small group work 3. individual work.

It is also important that the Trainer(s) also observe the lesson so they know what happened and can prompt participants with questions in the next activity.

Purpose : Getting participants into a real classroom, practicing observation and listening, providing experience for other activities in the workshop

Participants go to the Grade 1 class and do the observation.

Teacher may introduce the group to the children if they wish.

They may have to take chairs with them if all the desks are full.

Participants can make notes during the observation if they wish.

Please thank the teacher and the children at the end of the observation

3. Reporting back from observation visit

30 mins

Main activities : Brainstorm

Preparation and Materials : Large paper, markers

Purpose: Providing opportunity to talk about and share observations, opportunity for Trainer to get participants to think about classroom organization and management and individual learning differences.

Trainers ask participants what they observed in the classroom. As participants give their ideas, another Trainer writes down their ideas under two headings on the paper - TEACHER and STUDENTS. Participants can use their notes to provide ideas or they can talk to each other to get ideas.

Trainer can prompt participants with questions about

- what happened in the lesson (e.g. subject, teaching steps, learning tasks, classroom arrangements etc.)
- whether all children behaved the same way (individual learning differences)

MORNING BREAK

4. Learning at home and learning at school - what are the main differences ?

60 mins

Main activities : Drawing in pairs, group discussion and brainstorming

Preparation and Materials : Big paper and marker pens, chart

Purpose : For participants to think about learning at home and learning at school, how different they are and what a big step it is for children to move from home to school

Trainer says that on Day 1 participants talked about how young children learn, how they learn and who they learn from. On Day 2 there are more activities about learning at school,

Trainer tells participants to think about and discuss the main differences between learning at home and learning at school, Participants form pairs. Trainer gives each pair a big piece of paper divided into two. Trainer tells pairs to draw two pictures with marker pens, one of a child learning at home and one of a child learning at school (simple drawings using stick figures). When drawings are complete, participants put them on the board or wall.

Trainer then tells participants to look at the drawings and make some statements comparing learning at home and learning at school. As they give their ideas, Trainer writes them on the chart s/he has already prepared (see below, with examples).

Learning at home	Learning at school
<i>Child can learn anytime</i>	<i>Child learns at set times</i>
<i>Child can do what s/he likes, explore, play</i>	<i>Child has to follow instructions of teacher</i>
<i>Child has a lot of attention from parents, siblings, treated as an individual</i>	<i>Child is one of 40 or 50 in a class, doesn't get much individual attention</i>
<i>Learning is linked to everyday life</i>	<i>Learning about subjects</i>
<i>Learning from experience</i>	<i>Learning from theory</i>
<i>Learning without books</i>	<i>Learning using books</i>
<i>Child has a lot of freedom at home</i>	<i>Child follows rules and conventions at school</i>
<i>Child has many people looking after him/her</i>	<i>Child must be much more independent</i>
<i>All adults at home knows child well</i>	<i>No adults at school know child very well</i>
<i>etc</i>	<i>etc</i>

5. Classroom management : individual work, small group work and whole class work 30 mins

Main activities : Presentation, discussion, brainstorming

Preparation and Materials : Diagram on big paper showing different classroom management strategies,

Purpose : For participants to recognize the main ways teachers organize children in a class for learning and begin to think about their role in the classroom

Trainer tells participants to think about what they observed in the Grade 1 class on Day 1. Trainer asks : What were the different ways the teacher organized the class for learning ? The anticipated answer is : as a whole class, in small groups and as individuals. Trainer then shows BCAs a diagram (see below) drawn on big paper about these and other kinds of working arrangements (e.g. pairs, half the class, going outside to learn etc.).

Whole class work	Small group work	Individual work	Pair work	Outside work

Trainer then asks participants : *Why do you think teachers use different kinds of classroom management arrangements in their teaching ?* Trainers write participants' ideas on the board. Trainers will probably have to use questions to help participants come up with ideas.

Some possible answers :

So that children don't get bored by working the same way all day

To save time (whole class work saves time)

To give children practice at doing things themselves

To give children a chance to talk about things amongst themselves
To give children a chance to practice doing something
To give children confidence to do things themselves
So that strong learners can help slow learners
So that some children can explain to other children who don't understand Khmer so well
To see if children really understand and can do something

Trainer says : it is important to know about the main ways of classroom management because the BCA will not always be working the same way - they will change the way they work to meet the real situation in the classroom.

6. Role of the BCA - 1. How can BCAs help children ? 30 mins

Main activities : Small group discussion, recording ideas, presenting back

Preparation and Materials : Big paper, marker pens

Purpose : For participants to think about their role in helping the children learn and develop a set of activities.

Trainer says : participants will be working as BCAs in the classroom everyday to help the children and the teacher. In this session the focus is on how BCAs can help the children. Trainer says : at first, think about and discuss in a small group - *What are the main ways in which BCAs can help children learn ?*

Anticipated answers :

BCAs can help translate and explain teachers' instructions to individual children

BCAs can work with small groups of vernacular language speakers to explain teacher's instructions and tasks

BCAs can respond to questions from children about what to do

BCAs can encourage children if they are on the right track but are not sure

BCAs can use questions to help children get on the right track

BCAs can use questions to help children think more deeply about what they are doing

BCAs can identify children who understand well and who can explain to other children

BCAs can point out and explain things in the textbook to children who don't understand

BCAs can help children by explaining things by referring to the children's home and cultural life that the teacher might not know about

When groups have finished their lists of ideas they should present back to the whole group. The small groups can combine their ideas to make one list.

[BCAs will use this list on **Day 3** to share with the Teachers]

LUNCH BREAK

7. Identifying children who need help from BCAs

45 mins

Main activities : Small group discussion about case studies

Preparation and Materials : Handout of simple case studies

Purpose : BCAs think about learning differences amongst children in the classroom and which children would benefit most from their help. The outcomes from this task are used again on Day 3 in discussions with Teachers to help reach shared understandings about roles within the teaching team.

Trainer says : everyone knows that the main reason for having BCAs working in the classroom alongside the teacher is (1) to create a comfortable, friendly atmosphere for children who don't speak Khmer as a mother tongue and (2) to help these children learn better.

Trainer says : but some children from Cham speaking families do well at school anyway and some children from Khmer speaking families find school difficult. In this task participants will think about the situations of different types of children in the class and discuss whether they think the BCA can help them.

Trainer gives participants a handout with a description of different kinds of children (case studies) on one side and a space opposite the description on the other. Trainer asks participants to discuss the examples given and agree in their small group whether the BCA can help them and what kind of help they could give. Participants can make notes as they discuss. When they have finished discussion the Trainer asks each group to share their ideas. As group representatives talk, Trainer can write their ideas onto a bigger version of the chart s/he has prepared and taped up on the black board.

[The chart recording the outcomes of this session can be discussed with Teachers on Day 3]

Case	Description of children	Role of BCA
1	Boy, 7 years old, speaks Cham, understands a little Khmer, often not following teachers instructions, tries hard but not succeeding	
2	Girl, 8 years, Khmer speaker, sits at the back, not joining in well, shy, not confident	
3	Girl, 6 years, Khmer speaker, understands well, always amongst the first to finish work	
4	Girl, Cham, 7 years, speaks some Khmer, tries hard, active, able to do some work	
5	Boy, 6 years, Khmer speaker, very active, does all work well and easily	
6	Boy, 9, Khmer speaker, sits at back, doesn't join in, doesn't finish much work, no shoes	
7	Girl, 6 years, Cham speaker, very small, very	

	quiet even in small group, looks lost	
8	Boy, 6 years old, speaks Cham and Khmer, doesn't say much but does work well	

8. Role of the BCA - 2. How can BCA's help the teacher ?

30 mins

Main activities : Whole group discussion and brainstorming

Preparation and Materials : Big paper, markers, tape

Purpose : For BCAs to begin to think about ways in which they could help the teacher; to begin to think about the concept of a "teaching team" ; to provide some ideas which can be used on Day 3 for further discussions, with teachers, about how teaching teams could work well together.

Trainer says : BCAs will be working in the classroom to help children learn better but they can also help the teacher in a number of ways. Trainer asks participants : *In what ways do you think BCAs could help the teacher in his/her work ?* As participants give ideas, Trainers write them on the board. Trainers can also use more questions if participants are stuck.

Anticipated answers :

BCAs can help be working with some small groups, Teacher can work with others

BCAs can help Teacher by explaining things to children who don't understand well

BCAs can help Teacher by telling them information about children that the Teacher might not know (e.g. family situation, family problems, language problems etc.)

BCAs can help Teacher assess learning of children who don't speak Khmer well

Grade 1 classes are often very big so BCAs can help Teacher with discipline in the class

BCAs can help teacher in classroom management, e.g. be in charge of a group outside the class doing a field study or research activity

BCAs can help Teacher by involving children in learning who might otherwise be disruptive

BCAs can help Teacher by informing them about cultural events they might not know about

[BCAs will use this list on **Day 3** to share with the Teachers]

Trainer says that participants' list has many good examples of how BCAs and Teachers can work together and help each other to improve learning for all children in the class as well as the children who speak a vernacular language. This is an important idea. In other countries which have BCAs and Teachers working together in the class it is called **working as a Teaching Team**. This will be a big topic in the training on Day 3 when Teachers will join in the workshop with BCAs.

9. Role of BCA - 3. Outside the classroom and school 45 mins

Main activities : Presentation by Trainer

Preparation and Materials : Chart showing some reasons why children don't go to school or complete primary school in Cambodia

Purpose : To show BCAs ways in which they can support education in informal ways outside the school, in addition to the work they do in the classroom.

Trainer says : in the last two sessions participants have been discussing what the BCA can do within the classroom. But there are other ways in which the BCA can help children and teachers outside the school.

Trainer says : having members of the community working daily in the school is a good way of helping to spread messages about education more widely. Teachers find it very difficult to maintain relationships with the parents/families of all the children in their Grade class because these classes have so many children. Schools and teachers often want to follow up absences or learning difficulties but are not able to do so. The problem is even more difficult when there are factors of culture and language also involved.

Trainer shows a chart and says : there are many reasons why children don't complete primary school in Cambodia. Here on the chart are some common reasons -
they don't start at school when they are 6 (start late, maybe 8 or 9)
they don't like school, don't learn well and repeat
they are absent a lot, don't learn well and repeat
they drop out from school and repeat
they drop out of school and don't come back
they repeat many times and get too old to complete school
families are so poor so children work to help them

Trainer asks participants to think of any other common reasons in their communities why children don't go to school or don't finish school. Trainer adds these reasons to the chart.

Trainer says : the experience in other countries is that if the school and teachers show an interest in children by talking to their families then families are more likely to encourage children to go to school and also help them with their learning. Children who receive encouragement and help are more likely to stay at school and progress from class to class.

Trainer says : BCAs can be very effective in talking to the families of children in Grade 1 about the importance of encouraging their children to stay in school. BCAs don't have to do this in a formal way with visits to houses and writing letters, they can just do it in
day to day meetings at the market
day to day meetings in the village
at social events
at cultural events . . .

Trainer asks participants : *Do you remember what was Dimension 4 in the CFS chart ?* (School and community relationships). Trainer says : BCAs can also be active in supporting this dimension in informal ways outside the school.

End of Day 2

Day 3 : Working as a Teaching Team

On Day 3 Classroom Teachers who will work with BCAs join the workshop for the day. The learning activities in sessions on Day 3 include both BCAs and Teachers. In some activities they will work in mixed groups, they will do other tasks as groups of Teachers and BCAs and they will do some tasks in their two person Classroom Teaching Teams.

1. Welcome to the Teachers and introductions

30 mins

Main activities : Introductions in pairs

Preparation and Materials : None

Purpose : To introduce participants to each other, create a friendly atmosphere and get people talking right from the start.

The Trainer welcomes the teachers as a group and asks them to sit with the BCA who will work with them in the classroom. They have to find out their partner's name, village, family situation (children ?, boys/girls ? ages ?) and find out about what they like to do most in their spare time (e.g. watch TV, play sport, listen to music, make things etc. etc.). Then each pair stands up and each member introduces their partner. Trainers introduce each other.

2. Working in a team - what makes a good team ?

45 mins

Main activities : Writing ideas on cards

Preparation and Materials : Cards, marker pens, tape

Purpose : For participants to think about working in a team, that good teams have certain characteristics and that teams get better with practice

Trainer says : the idea of two people working together in the classroom as a teaching team is quite a new idea in Cambodia, although it is often done in many other countries in the world. Sometimes the teaching team is made up of two teachers but, more commonly, it is one teacher and an assistant.

Trainer says : forget for a moment that we will be talking about a teaching team. Instead, think about a sports team such as a football team or a team of rowers in a boat (om tuk). *What are the characteristics of a good team and good team players ? Please write down your ideas on cards.* Trainers collect the cards as participants write them down and put them on the board.

Expected answers :

Everyone tries hard

Players have the same aim

Players plan together

Open discussion of problems

Everyone helps each other

Sharing of problems

Practice

Trust

Training

Conflicts discussed openly

Team is bigger than players

Trainer says : teaching teams are not much different. It's important to plan together, to look for opportunities to help each other, to share problems, to discuss tactics and strategies together.

Trainer says : As in a sports team, a teaching team will improve with practice. It's important to remember this because it is always a bit difficult at first to play in a new team, especially if you are used to playing by yourself.

3. Players in the teaching team - Teacher and BCA 45 mins

Main activities : Small group discussion, recording and presentation

Preparation and Materials : Big paper, markers, tape

Purpose : For Teachers and BCAs to appreciate the strengths which each bring to the Teaching Team partnership

Trainer says that players in a team have different abilities and skills, different strengths. Trainer organizes small groups with three teaching teams (6 people, Teachers and BCAs) in each group. Trainer tells participants : *Think about the teaching teams in which you will be working in Grade 1 classrooms - what strengths do you think Teachers will bring and what strengths will BCAs bring ? Write your ideas in a chart with two columns - one for Teachers and one for BCAs (see below).*

Trainer might find the participants not able to write much about strengths of a BCA. Trainers can use questions to remind them of some of the content covered in the workshop on Days 1 and 2 about child learning at home.

Teachers	BCAs
<i>Know about teaching children at school Know about the administrative tasks of a teacher Know about school subjects, TX and TM Know how to do planning and teaching Know about creating tests and marking Have strong knowledge of Khmer Have strong knowledge of Khmer culture etc</i>	<i>Know the children's native language AND Khmer Know the children and their families well Know the culture of the children well Know what the children already know when they come to school Know children's real level of ability in Khmer language Know about relationships of children with other children Easy to be friendly with children because not teachers etc.</i>

When groups finish they put their big papers on the board and someone from each group presents their ideas. Trainer collects all the good ideas and writes onto one chart.

MORNING BREAK

4. Understanding and respecting cultural difference

30 mins

Main activities : Discussion and brainstorming

Preparation and Materials : Big paper, marker, tape

Purpose : For participants to reflect on the importance of understanding and respecting cultural difference and give their ideas about it

Trainer says that participants identified in the last session that one of the most important strengths which the BCA brought to the teaching team was their knowledge of the language and the culture of the children. This means that the teaching team is strong because it has members who are knowledgeable about both Khmer language and culture and minority language and culture.

Trainer asks : *Why do you think it is important for everyone to have some understanding and respect for the different languages and cultures of people living in the same country ?*

Trainer tells the participants to give their ideas which another Trainer writes up on the board or on a big paper.

Expected answers

- *So that people can live together peacefully*
- *So that people from one culture don't accidentally offend people from another culture*
- *So that people from minority cultures don't feel discriminated against*
- *Culture and language are part of someone's identity - not showing respect or understanding can damage confidence and self-esteem leading to other problems*
- *It's part of being an educated person to know about your neighbours/fellow citizens*
- *Because it is in the law (Constitution) of the country*
- *Because it is in international law (UDHR)*
- *etc*

Trainer says that there are many examples from history and from other countries in the world of terrible consequences of not understanding and respecting cultural differences. This has been the cause of many civil wars, much loss of life and unhappiness for people all over the world. It is why most governments in the world and most education systems have policies of multi-culturalism and encourage members of all the language groups that make up a country's population to become involved in all sectors of society - including education.

The Cambodian government, for example, is now actively promoting the participation of children from ethnic minority communities in primary, secondary and tertiary education. There are places reserved for them in Provincial Teacher Training Centres so that more and more teachers in ethnic minority villages, communes and districts will be from those communities. The MoEYS sees ethnic minority teachers as one good way to help all children receive a relevant education, have a strong cultural identity AND be able to live and work easily as a Cambodian citizen in mainstream Cambodian society.

5. Cross-cultural communication and learning from each other

45 mins

Main activities : Presentation from Trainer

Preparation and Materials : Trainer's plan

Purpose : For participants to recognize that cultural differences can sometimes make clear communication difficult; that sometimes misunderstandings happen because of cultural difference and not because of laziness, telling lies or other negative behaviour.

Trainer says that one of the challenges about working in the Teacher/BCA teaching team is "cross cultural communication". This means that people from one culture say something which has a clear meaning or intention and the person from the other culture replies in a way they do not expect. Often there is a good reason for this based on a cultural difference. But sometimes people in this situation think there is some other reason why they received an unexpected answer. They might assume the person is stupid or lazy when really there is really a good explanation.

Trainers tells a story : an example from Australia can give you the idea. Two people, one from the tropical north, forest country, and one from Central Australia, a desert, agreed to meet the next morning to go and collect honey. When they met the next day, one had an axe and the other a metal bar. Each looked at the other one and thought "You must be stupid to think you can collect honey with that." But when they sat down and talked about it the real answer became clear.

Getting honey in the forest	Getting honey in the desert
With an axe	With a crowbar

Trainer continues : in the tropical north of Australia bees make honey. Bees nest in holes in trees. People have to cut the tree down with an axe to get the honey. In the centre there are no bees. People get honey from ants. The ants have large, swollen sacs attached to their bodies which they fill with honey to give their young. The ants nest in hard, dry ground. People need a strong bar to dig them up and then they break off the honey sac from each ant.

Such misunderstandings can occur in any teaching team but are more likely when the members are from different cultures. This is because people from different cultures think differently . . .

they organize their family and social lives in different ways

they have different priorities and values
 they think about and classify things in the world in different ways
 they have different ceremonies, customs and behaviours

Trainer asks : *Can you think of ways in which Khmer and Cham culture are different ? Does this sometimes result in confusion or misunderstanding ?* Trainer makes notes on the board as participants give their ideas.

Trainer then asks participants : *Can you think of examples of what Khmer Teachers could learn from Cham BCAs and BCAs could learn from Teachers ?*

Teachers learn from BCAs	BCAs learn from teachers
<i>About Cham language and culture</i>	<i>About MoEYS curriculum and textbooks</i>
<i>About Cham family life</i>	<i>About how to teach</i>
<i>About Cham religious beliefs and practices</i>	<i>About Buddhist religious beliefs and practices</i>
etc	etc

LUNCH BREAK

6. Working with children in a Grade 1 classroom **75 mins**

Main activities : Small groups discussion and classification of role statements
Preparation and Materials : Statement strips, Classification chart
Purpose : The activity aims to engage participants in discussion about roles of members of the teaching teams by giving them ideas to discuss and classify. This is a **key activity** because it will provide guidelines about the roles of Teacher and BCA in teaching teams that everyone in the workshop can agree on. (These roles will be discussed again at a workshop for BCAs and Teachers at the end of the school year)

Trainer says that participants should now start to think about the way they should work together in the teaching team. Trainer asks the participants *What should be the main roles of the Teacher ? What should be the main roles of the BCA ?*

Trainer says that to help participants consider this question the Workshop Teaching Team has prepared a set of statements on strips of paper about jobs which can be done in the class room. The task of the participants is to work together in small groups (6 people - 3 teaching teams) to read each sentence strip and agree whether they think it is a job for the Teacher, the BCA or something that Teacher and BCA can do together. They should glue the sentences under the appropriate column on the chart or, if they think it is a shared task, glue it across the border line so that part of it is on both sides. (*Example follows ...*)

Teacher role	BCA role
<i>Plan lessons from the textbook/teacher manual</i>	<i>Work with individual children who don't understand Khmer well</i>
<i>Make the monthly test and give scores</i>	<i>Explain teachers instructions to children who</i>

	<i>don't understand well</i>
<i>Keep the attendance record</i>	
<i>Tell the whole class what to do in each lesson</i>	
<i>Work with small groups of children</i>	
<i>Supervise and look after groups of children doing an activity outside the classroom</i>	
<i>Write letter to parents in communication book</i>	
<i>Welcome children to school in the morning</i>	
<i>Do health checks</i>	
<i>Supervise sports activity</i>	
<i>Supervise library lessons</i>	
<i>Observe children and discuss progress in teaching team</i>	
<i>Supervise work in a small learning group</i>	
<i>Clean the blackboard, clean the classroom, lock the windows *</i>	

* It is important to emphasize that the BCA is **NOT** someone to whom a teacher can delegate all the dirty jobs. This would obviously send the wrong message to everyone. It is not the way a good team works. Small groups share their classification with other groups and participants as a whole should try and reach consensus about each one in discussion.

Trainers say that, because the idea of teaching teams of Teachers and BCAs is new, there is no policy yet and no "correct" answers to these questions. One of the reasons why the BCA pilot which they are participating in is important is that it will help provide ECUP with experiences about how teaching team can best work which can be given to the MoEYS. ESCUP Trainers will be following up Teaching Teams during the last few months of the school year to collect ideas and experiences from participants. ESCUP will also organize a workshop during the school holidays for all participants to have a chance to meet together and share their experiences.

7. Children who could benefit from help from BCAs 60 mins

Main activities : Small group discussions about how BCAs can help children (case studies)

Preparation and Materials : Documentation of ideas from Session 6, Day 2

Purpose : To give some idea about the feelings of learners when they have to learn in a language in which they are not comfortable. To reach an agreement between BCAs and Classroom Teachers about the role of BCAs in the classroom and document some specific ideas about how they could work in support of Classroom Teachers

Trainer begins by giving an explanation and a set of instructions in English (or some other language that the participants don't understand). Trainer shows signs of annoyance when participants don't follow what s/he is saying. Then another Trainer explains that this was a role play and the idea was to put the participants in the situation of not really knowing what was going on.

Trainer says : everyone knows the main reasons for BCAs working in the classroom with the teacher are (1) to create a comfortable, friendly atmosphere for children who don't speak Khmer as a mother tongue and (2) to help these children learn better.

Trainer says : but some children from Cham speaking families do well at school anyway and some children from Khmer speaking families find school difficult. Yesterday the BCAs thought about the situations of different types of children in the class and discussed whether they thought they could help them.

Trainer then asks one or two BCAs to describe their activity in Session 6, Day 2 and show their ideas chart about working with different kinds of children in a class.

At the end of the presentation BCAs and Teachers form small groups to discuss the outcomes from Day 2. Teachers can give also their ideas about the best way BCAs can help particular children and help them in classroom management. Someone in the group should keep notes of their main ideas (this could be the Trainer).

After the discussion, representatives of Teachers from each small group should present their ideas. The Trainer can help facilitate a discussion to clarify the Teachers' ideas and agree on the main points.

At the end of the session the Trainer should summarize.

End of Day 3

Day 4 : BCAs, ESCUP and CIYA

1. What makes children happy to come to school ?

The concept of child friendly learning environments 60 mins

Main activities : Discussion, brainstorming and short presentation

Preparation and Materials : Cards and marker pens, tape, chart summarizing CFS concept

Purpose : This activity helps participants start to think about what makes schools "child friendly" places and introduces them to the concept of "Child Friendly Schools"

Trainer says that participants have just looked at the many differences between learning at home and learning at school. For many children, schools can be frightening places because they are so different from the environments in which they have spent most of the first 6 years of their lives. One of the biggest challenges for schools is to make children feel happy about being there and happy to learn.

Trainer asks participants : What can schools and teachers do to make children feel happy to come to school and to learn at school ? As participants give their ideas about this question the Trainer (and/or participants) writes the ideas down on cards. The Trainer might have to use questions to prompt participants to think about things such as health and safety, school management etc. The Trainer tries to make participants think of things from each of the five Dimensions¹. Trainer puts the cards up on the board as participants work

When the participants are finished the Trainer puts up a **Chart about CFS** showing the five dimensions. Trainer says that the MoEYS has a policy called "Child Friendly Schools" which aims at making schools places to which children are happy to come and which make learning interesting and enjoyable. Trainer explains about the five main categories of CFS. Trainer then asks the participants to try to classify each one of their ideas (cards) under one (or more) of the 5 Dimensions.

Conclusion ; the Trainer says that ESCUP thinks BCAs can be very important in helping schools become more child friendly for children who do not speak Khmer very well yet. BCAs can do this by helping children AND by helping teachers. The way they can help children and teachers are topics for later this morning but first we will think about and discuss how teachers organize their classes.

¹ MoEYS previously used a model of CFS with six dimensions but integrated Dimension 4 (Gender) with Dimension 1 (Inclusive education) from early 2006. The prevailing model now has five dimensions.

2. How ESCUP will support BCAs – payment, training, assistance, community management

30 mins

Main activities : Presentation by Trainer followed by Q & A

Preparation and Materials : Trainer's plan

Purpose : Provide information to participants about BCA activity

Trainer makes a presentation to participants about the structure of the BCA intervention under four headings. After each part of the presentation, Trainer asks participants if they have any comments or questions.

Management

Trainer says : The BCA activity is managed by the Local School Cluster Committee (LCSC) as part of its role in managing activities in the Cluster using funds given in the ESCUP Cluster Improvement Grant. Each year, for the two years of the ESCUP project, LCSCs make a plan for improving access to schools and the quality of education in schools in the Cluster. ESCUP provides funds (from USAID) to the Clusters to implement their plans. The BCA activity was part of the Cluster plan for 2005-2006. LCSCs may choose to do it again in 2006-2007. Other LCSCs, when they hear about it, might also decide to do it.

Trainer says : The LCSCs will monitor the work BCAs are doing and have the responsibility to act if there are problems or if work is not done as agreed.

Payment

Trainer says : The payment of US \$15.00 per month to BCAs comes from the LCSC. The payment is given for actual work done - it is not given just because someone holds the position. If BCAs miss days at work without a good reason (for example, sickness, leave to attend a family ceremony) then the payment will be reduced accordingly.

Trainer says : Payments will be made at the end of each month for the work completed in that month. ESCUP will pay BCAs for working in May, June and July (a total of 3 months or \$45).

Monitoring and follow up

Trainer says : ESCUP is very interested in this BCA pilot program because it is an idea that could be used in other places in Cambodia where children come to school speaking their mother tongue and knowing little or no Khmer. ESCUP staff will visit schools in which BCAs are working and talk to BCAs, team teachers, School Directors, children and parents about the activity.

Trainer says : At the end of the school year ESCUP will organize an evaluation workshop for all BCAs and Team Teachers. The purpose of the workshop is to find out in detail about the experiences of the first group of BCAs. ESCUP is very interested in the impact of BCAs on

children's participation and learning. For example, did having BCAs in the classroom improve the participation of children who were previously not active ? Did having BCAs in the classroom help children to complete work ? Did it help children who were not learning well improve enough to pass Grade 1 and go to Grade 2 ?

3. Role of CIYA as a partner of ESCUP

30 mins

Main activities : Presentation by CIYA participant

Preparation and Materials : CIYA participant's plan and materials

Purpose : Inform participants about CIYA - background, aims, operations

CIYA participant talks about the background, aims and current operations of CIYA. S/he could also talk about the governance of the NGO (Board, Chair person, staff etc.). S/he could also talk about the role of CIYA in the ESCUP project and the BCA activity.

4. Who can help BCAs if there's a problem

30 mins

Main activities : Presentation by Trainer, discussion and brainstorming

Preparation and Materials : Big paper for participants' idea

Purpose : Inform participants about who can help them if there's a problem and also gather ideas from participants about other strategies for problem solving

Trainer says : BCAs who have problems about their work can talk to a number of different people about the situation. Trainer asks : *Who do you think these people might be ?* Trainer makes a list of participants ideas on the board and includes a second, blank, column next to them.

When the list is complete, the Trainer asks participants what kind of problems they could talk to these people about and works through the names on the list, one by one. Trainer should emphasize that the first and most important way to deal with any problems is to discuss within the teaching team. A second Trainer writes the ideas of the participants next to each of the people on the list.

Anticipated answers . . .

Who can help	Help with what . . . (examples)
Team Teacher	<i>Most problems should be solved in the Teaching Team. Problems about work in the classroom, roles, responsibilities, learning problems of individual children, discipline problems with children, problems BCA has in understanding the curriculum and subject content, communication problems, cultural issues . . .</i>
Other BCAs and Team Teachers	<i>Classroom problems (see above) - if there is another BCA/Team Teacher at the school it could be useful to meet them</i>
School Director	<i>Approval for leave if sick or for mother family reasons, problems with children which involve parents/families, problems with the</i>

	<i>Team Teacher, problems with teaching and learning or discipline that cannot be solved by the Teaching Team,</i>
LCSC	<i>Problems about payment, working conditions</i>
DOE staff	<i>?</i>
ESCUP staff	<i>Problems about roles and responsibilities in the classroom, technical problems to do with teaching and learning</i>
CIYA staff	<i>Problems of communication, problems relating to Cham culture and language, difficult problems that are hard for BCAs to raise with the school or with ESCUP by themselves</i>

Trainer concludes by reviewing the information written up in the chart.

5. Writing a job description	30 mins
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Main activities : Group discussion and brainstorm about job description
Preparation and Materials : Outline chart of BCA job description
Purpose : To help BCAs bring together and clarify their ideas about their role from the information given over the previous two days. To provide a discussion point for Days 3 and 4.

Trainer says : in the final activity participants will give their ideas about a job description for the position of BCA by writing the details onto a big chart.

Trainer tells the participants to form a circle with the big chart in the middle or on the board with the participants sitting around it. Trainer helps participants work through the parts of the chart, one by one, filling in the blanks (*see form and examples of answers, below*).

Job Title : <i>Bilingual Classroom Assistant</i>			
Name of BCA		<i>xxxxxxx xxxxxxxx</i>	
Name of Classroom Teacher		<i>xxxxxxx xxxxxxxx</i>	
Duration of job		<i>1 May to 21 June 2006</i>	
Hours of work		<i>0700-1100, Monday-Saturday</i>	
Place of work		<i>xxxxxxxxxxxxx Primary School</i>	
Village	Commune	District	Province
Qualifications	<ul style="list-style-type: none"> • <i>Ability to speak Cham and Khmer</i> • <i>Resident in area served by the school</i> • <i>Experience as a parent/grandparent or in child care</i> • <i>Interested in education and volunteer for the position</i> • <i>Identified and approved by community organization</i> 		
Duties	<ul style="list-style-type: none"> • <i>Come to school everyday 0700-1100</i> • <i>Meet with Classroom Teacher about daily plan</i> • <i>Give advice to Classroom Teacher on matters of language and culture</i> • <i>Assist children who do not speak Khmer as a mother tongue as individuals or in small learning groups</i> • <i>Assist children who do not speak Khmer as a mother tongue by explaining classroom instructions (oral and written)</i> • <i>Assist children who do not speak Khmer as a mother tongue by explaining instructional materials (e.g. Textbook content and tasks)</i> 		

	<ul style="list-style-type: none"> • Listen and respond to the questions of children who do not speak Khmer as a mother tongue, refer questions to teacher when necessary • Assist other children who are having difficulties in learning, especially girls, over age children and slow learners
Responsible to	School Support Committee School Director
Salary	US \$15 per month

6. Future thinking about BCAs

30 mins

Main activities : Presentation by Trainer

Preparation and Materials : Trainer's plan

Purpose : Inform the participants about the possibilities of replication and the current thinking in the MoEYS about how to incorporate mother tongue education into government schools in Cambodia.

Trainer says : as discussed in an earlier session this morning ESCUP is very interested in the results of this BCA pilot program because it is an idea that could be used in other places in Cambodia. Trainer asks : *Can you think of other places in Cambodia where BCAs might be useful ?* Anticipated answer : *in ethnic minority areas such as Mondulkiri and Ratanakiri.*

Trainer says : it has been very difficult for children who do not speak Khmer as a mother tongue to do well at primary school and go on to secondary school and University level studies. The MoEYS knows this and, as part of Cambodia's work to achieve Education For All (EFA), is now trying different ways to help these children.

Trainer says : one of the ways is to encourage using the children's mother tongue in the first years of primary education, say Grades 1 - 3. To do this schools need more teachers with second language skills or people like BCAs to help teachers who speak only Khmer. The MoEYS now has new ways of helping speakers of other languages get into Teacher Training Centres and become teachers - you may have heard of some of the ways ESCUP and CIYA are working in Kg Cham to do this and ESCUP is also helping minority people in Kratie and Mondulkiri study to become teachers.

The MoEYS describes this approach as helping the children to learn Khmer and to do well in the state education system by providing a "bridge" between home life and mother tongue and school life and Khmer. ESCUP hopes that BCAs can help to build that bridge, to make Cham children happy to come to school, successful in learning and be able to continue to higher levels of education as they grow up.

7. Evaluation of the training program

30 mins

Main activities : Introduction by Trainer, participants do evaluation in small groups

Preparation and Materials : Prepared handout (see below)

Purpose : Obtain participants ideas about the clarity and usefulness of the training.

Trainer introduces the evaluation Handout, explains the system of rating being used and goes through the questions one by one. Trainer organizes participants in groups of three or four to complete the evaluation.

[Evaluation document - see next page]

End of Workshop

Bi-lingual Classroom Assistants (BCA)

Introduction

The use of Bi-lingual Classroom Assistants refers to the recruitment of individuals in various communities who speak a local language as well as Khmer. Their role in the classroom will be to act as a bridge between an ethnic Khmer teacher who does not speak the local language and very young minority children who do not yet understand Khmer. Although such individuals will not themselves be teaching, they will be expected to help translate instructions and lesson content into the local language for those children who are not proficient in Khmer. They might also work with students individually to help them complete assigned classroom tasks. Introducing the use of Bi-lingual Classroom Assistants in this way will help students from ethnic minority groups in the lower primary grades to cope with linguistic barriers to learning until such time as they increase their proficiency in the majority language. An added value of the availability of a BCA will be to bridge cultural differences between teacher and students and build the confidence of students from an ethnic minority group and to increase their joy in learning. Finally, it is expected that BCAs will contribute to a teacher's improved understanding of a specific minority language and associated cultural aspects of the ethnic minority group that s/he is working with. BCAs may help to sensitize the state school system to the needs of minority children.

2. Objective:

To offer students with a different mother tongue than Khmer additional support in the classroom to facilitate increased participation in teaching and learning activities resulting in better performance and increased confidence.

3. Target group:

ESCUP will start implementation of Bi-lingual Classroom Assistant activities on a pilot basis in selected schools in Kampong Cham. BCA's will be introduced for Grade 1 in schools with substantial numbers of non-Khmer speaking children. An important criterion for selection will entail support for this idea among school staff and community members. Therefore pilot activities are initially only implemented in schools which included this intervention in their Cluster School Improvement Plan.

HANDOUT: OBSERVATION OF CLASSROOM TEACHING

School	Teacher	Grade	Subject	Date	Time
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1. Did the teacher work with the whole class or each individual child ?
2. Did all children listen well and then do what the teacher asked them to do ?
3. What kind of work did the children do ?
4. Did the children do their work in small groups or did they work by themselves ?
5. Were there some children in the class who didn't know what to do ?
6. How do you know they didn't know what to do ?
7. What did the teacher do to help these children ?
8. Did some children in the class help other children in the class ?

ESCUP Bilingual Teaching Assistant Training Course
HANDOUT : Evaluation Sheet

Five point rating scale with 1 as very negative, 2 slightly negative, 3 neutral, 4 positive and 5 as very positive

Our understanding of main ideas and content of the training

1	2	3	4	5
Did not understand much of the content	Understood some	Average	Understood most of it	Understood nearly all of it

Any content particularly hard to understand ?

1. _____
2. _____

Our opinion about learning activities and tasks in the training

1	2	3	4	5
Not useful, confusing	Sometimes confusing, not	Average	Useful, clear	Very useful and very clear

Any learning activities, tasks that we found very helpful (more than others)

1. _____
2. _____

Our opinions of materials used in the training

1	2	3	4	5
Very confusing	Sometimes confusing	Average	Usually good and clear	Very good and very clear

Our opinion about the work of Trainers during the training

1	2	3	4	5
Very poor	Sometimes poor	Average	Usually good	Very good

Do you now feel confident to work as a BCA ?

1	2	3	4	5
Not at all confident	Not confident about some things	Average	Confident about most things	Very confident

Any questions you still have?

1. _____
2. _____